



Pelzer Elementary

214 Lebby Street
Pelzer, SC 29669

Grades	PK-5 Elementary School	
Enrollment	140 Students	
Principal	Dr. Eunice C. Williams	864-947-9311
Superintendent	Dr. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Average	At-Risk
2006	Good	Average
2005	Good	Below Average
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

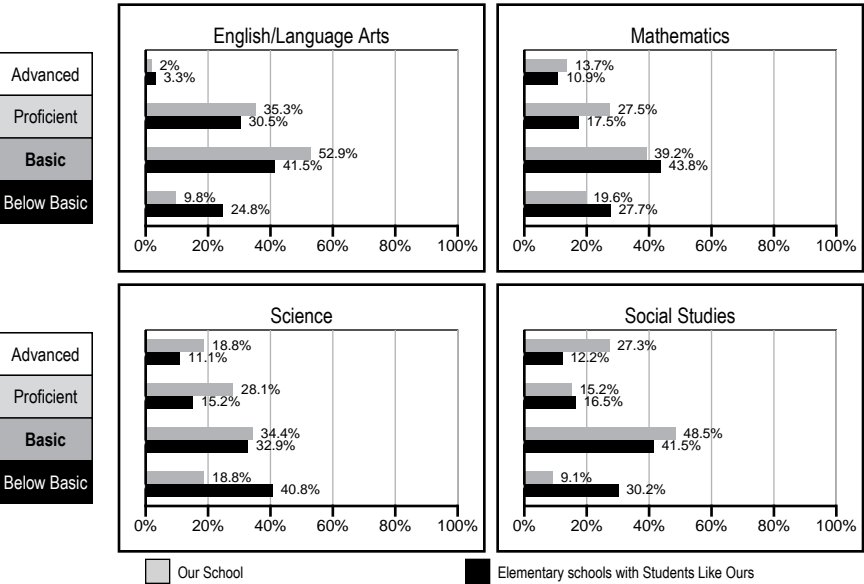
96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	28	58	4

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=140)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Down from 5.2%	2.9%	2.3%
Attendance rate	96.4%	Up from 95.6%	96.0%	96.3%
Eligible for gifted and talented	5.3%	Down from 6.0%	8.0%	10.4%
With disabilities other than speech	19.9%	Up from 15.5%	9.0%	7.5%
Older than usual for grade	0.0%	Down from 0.9%	0.9%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=10)				
Teachers with advanced degrees	60.0%	Up from 33.3%	54.5%	56.7%
Continuing contract teachers	80.0%	Up from 75.0%	78.2%	77.3%
Teachers with emergency or provisional certificates	10.0%	Down from 18.2%	0.0%	0.0%
Teachers returning from previous year	86.3%	Down from 88.4%	86.3%	86.4%
Teacher attendance rate	95.0%	Up from 87.8%	94.7%	94.9%
Average teacher salary	\$45,421	Up 11.1%	\$45,014	\$45,345
Professional development days/teacher	14.4 days	Up from 13.4 days	13.0 days	12.6 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	16.2 to 1	Up from 15.9 to 1	18.3 to 1	18.5 to 1
Prime instructional time	90.4%	Up from 82.7%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$9,679	Up 2.0%	\$7,296	\$7,052
Percent of expenditures for instruction*	61.2%	No Change	68.4%	69.1%
Percent of expenditures for teacher salaries*	56.0%	Up from 55.6%	63.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Our mission is to develop respectful, responsible, and productive life-long learners by providing challenging experiences that motivate students to reach their maximum potential in a diverse, progressive society. In 2007-08, we continued our quest for student success with the theme of "Exploring the World." Along our trip, our small Title I school achieved a number of substantial accomplishments to add to our growing list: 2007 3rd Grade ELA, 2007 3rd Grade Science, 2006 5th Grade Writing, 2005 3rd Grade ELA, 2005 3rd Grade Social Studies, 2005 4th Grade ELA, 2005 5th Grade Math, 2004 3rd Grade ELA, 2004 5th Grade Math, and 2003 3rd Grade Math.

In 2006, we earned the Palmetto Silver Award. In 2004-2005 and 2005-2006, we received the Champions for Children Award from Strong Communities. In 2003, 2004, 2005, and 2006, we received the SDE Closing the Achievement Gap Award. In 2006 and 2007, our 5th grade A.O.P. Regional Science Fair participant won Gold Medal recognition. This year, 100% of our students celebrated character and academic accomplishments during PEP (Pirates Excelling in Performance) Rallies each nine weeks with parents, teachers, and community leaders. Our faculty and staff members all share in the success and responsibility for helping students navigate individual paths to achievement. Clemson Tutors, volunteers, and mentors are on board to help steer our students to success. We treasure the increasing number of Pelzer parents who volunteer and participate in activities throughout the year. We greatly appreciate the support of our community and business partners, as collaboration is an anchor in meeting the diverse needs of our students. Pride is a sense of personal dignity, a feeling of pleasure because of something achieved. Like the thrust of the wind in a ship's sail, the pride from this year's accomplishments inspires us to continue doing our best to ensure student success.

Dr. Eunice C. Williams, Principal
Beth Davis, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	14	14
Percent satisfied with learning environment	100.0%	100.0%	100.0%
Percent satisfied with social and physical environment	100.0%	92.9%	100.0%
Percent satisfied with school-home relations	90.9%	92.9%	100.0%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	YES
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This school met 11 out of 11 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	54	98.2	8	54	36	2	58	63.1	48.2	Yes	Yes
Gender											
Male	35	97.1	9.1	54.5	33.3	3	54.5	57.1	41.7	N/A	N/A
Female	19	100	5.9	52.9	41.2	0	64.7	69.7	55	N/A	N/A
Racial/Ethnic Group											
White	52	98.1	8.3	54.2	35.4	2.1	56.3	64.9	60	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	47.2	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	81.6	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	19	94.7	23.5	64.7	11.8	0	29.4	24.8	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	40	97.5	8.3	55.6	36.1	0	61.1	46.5	34	I/S	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	54	100	19.6	39.2	27.5	13.7	51	59.8	45.8	Yes	Yes
Gender											
Male	35	100	14.7	38.2	29.4	17.6	55.9	60	45.6	N/A	N/A
Female	19	100	29.4	41.2	23.5	5.9	41.2	59.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	52	100	20.4	38.8	28.6	12.2	51	62	59	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	37.1	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.8	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.7	46.2	I/S	I/S
Disability Status											
Disabled	19	100	33.3	55.6	11.1	0	22.2	24.5	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.7	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	40	100	24.3	37.8	27	10.8	48.6	44.2	31.4	I/S	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	35	100	18.8	34.4	28.1	18.8	46.9	57.2	35.7	96.4	96.1
Gender											
Male	23	100	18.2	27.3	36.4	18.2	54.5	60.1	37.4	96.2	96.1
Female	12	100	20	50	10	20	30	53.9	33.8	96.7	96.1
Racial/Ethnic Group											
White	33	100	16.7	36.7	30	16.7	46.7	59.8	49.2	96.4	96
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	31.9	17	94.4	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.8	58	N/A	97.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46	24.9	96.7	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.9
Disability Status											
Disabled	13	100	41.7	33.3	16.7	8.3	25	23.7	14	96.1	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38	24.4	N/A	96.6
Socio-Economic Status											
Subsided meals	28	100	24	36	24	16	40	38.2	21.1	96.2	95.2

Social Studies

All Students	34	100	9.1	48.5	15.2	27.3	42.4	50.7	34	96.4	96.1
Gender											
Male	20	100	5	45	15	35	50	53.7	36.6	96.2	96.1
Female	14	100	15.4	53.8	15.4	15.4	30.8	47.3	31.3	96.7	96.1
Racial/Ethnic Group											
White	33	100	6.3	50	15.6	28.1	43.8	51.8	44.5	96.4	96
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	39.5	19.1	94.4	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	80	58.9	N/A	97.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.3	27.5	96.7	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.9
Disability Status											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	24.9	14.4	96.1	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.7	27.3	N/A	96.6
Socio-Economic Status											
Subsided meals	24	100	13	47.8	17.4	21.7	39.1	37.5	21	96.2	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	21	100	5.3	42.1	47.4	5.3	52.6
	4	19	100	17.6	52.9	23.5	5.9	29.4
	5	23	100	20	55	25	0	25
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	22	100	4.8	52.4	42.9	0	42.9
	4	15	93.3	0	69.2	30.8	0	30.8
	5	17	100	18.8	43.8	31.3	6.3	37.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	21	100	31.6	47.4	15.8	5.3	21.1
	4	19	100	23.5	35.3	17.6	23.5	41.2
	5	23	100	0	55	30	15	45
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	22	100	23.8	57.1	9.5	9.5	19
	4	15	100	14.3	42.9	35.7	7.1	42.9
	5	17	100	18.8	12.5	43.8	25	68.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	11	100	0	55.6	33.3	11.1	44.4
	4	19	100	29.4	29.4	5.9	35.3	41.2
	5	12	100	8.3	33.3	33.3	25	58.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	11	100	20	40	10	30	40
	4	15	100	14.3	50	35.7	0	35.7
	5	9	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	19	100	29.4	35.3	17.6	17.6	35.3
	5	11	100	37.5	50	12.5	0	12.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	11	100	0	54.5	18.2	27.3	45.5
	4	15	100	21.4	50	14.3	14.3	28.6
	5	8	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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